







Skill Progression Map

							
EYF S Year A	'Happy to Be Me'	'Let's Play'	'Under the Sea'	'No Place Like Home'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'
	<ul style="list-style-type: none"> I can move safely I can copy and repeat actions I can travel to mats and benches I can perform simple shapes and balances 		<ul style="list-style-type: none"> I can use colours and feelings in dance I can perform as an animals using different levels and directions I can work with a partner I can use leading and following movements 	<ul style="list-style-type: none"> I can follow a trail with my partner I can play parachute games I can create movement patterns I can navigate obstacles I can work as part of a team 	<ul style="list-style-type: none"> I can balance beanbags. I can move through hoops in different ways. I can reach and stretch to get equipment. I can make bridges and tunnels with our bodies. I can travel over and under apparatus. I can make shapes with our bodies. 		
EYF S Year B	'Tell Us a Story'	'Help is at Hand'	'Come Fly With Me!'	'What On Earth...?'	'Food Glorious Food'	'Way Back When...' Hats Had Brims'	'If You Go Down to the Woods...'
	<ul style="list-style-type: none"> I can link different shapes and ways of moving I can do an egg roll and log roll. I can follow different pathways. I can balance on points and patches. I can perform our story to music. I can use a start and finish position 		<ul style="list-style-type: none"> I can move to the count of 8. I can perform with a partner to the count of 8. I can work with a partner to perform. I can perform a dance using 4 actions. I can link new actions with ones we already know. 	<ul style="list-style-type: none"> I can use equipment to perform actions. I can use a baton to push beanbags and balls. I can use a baton to dribble. I can handle a hoop 	<ul style="list-style-type: none"> I can perform rolls. I can show some body control. I can perform different jumps. I can jump using apparatus. I can travel across apparatus. I can work as part of a team 		
<p>End Goals</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p>							



Skill Progression Map

	'Happily Ever After'	'Unity in the Community'	'Come Fly With Me!'	'Light Up the World'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'
Y1	<ul style="list-style-type: none"> I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping I can begin to adapt work from the floor safely to apparatus I can experiment with different rolling actions I can begin to link a series of jumps and rolls together. 	<ul style="list-style-type: none"> I can begin to use balls and bean bags in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. I can begin to use these skills to observe, copy and play games individually and with a partner I can begin to understand the concept of rules and learn to change the rules of a game to make it harder I can aim at a range of targets. I can move safely and actively around a space. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know what it means to feed a ball. Know what it means to track a moving object. Know why different muscles are important when playing games. Know and name some net/wall games. Know that people with disabilities have their own class. of sports, e.g. goalball and sitting volleyball. Attack and defence. 	<ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to yourself and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in 	<ul style="list-style-type: none"> I can perform basic actions with increasing control I can move in different directions and high and low Travel rhythmically on feet, hopping and skipping. I can begin to work with others to create a dance and begin to suggest ways to improve. 	<ul style="list-style-type: none"> I know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules 	<ul style="list-style-type: none"> Know how to hit a ball accurately in different ways. Know how to track, stop and return a beanbag or ball. Know how to work with a partner to collect a ball. Know techniques to send a ball or object accurately to a partner. Know the names of some net/wall games.
Y2	'Mobile Mystery'	'The Beachcombers'	'Zero to Hero'	'Going Wild!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'



Skill Progression Map

<ul style="list-style-type: none">I can understand and create different pathways (straight, zigzag and curving) and move in different directions.I can begin to turn, twist and spin on different body parts showing control and coordinationI can link together 3 different movements showing contrast in speed and height.I can adapt work from the floor safely to apparatus	<ul style="list-style-type: none">I can throw, catch, bounce, dribble, kick and hit a ball in different ways.I can begin to be more confident at using sending and receiving skills.I can remember, repeat and link skills to make up and play games.I can apply basic tactics and strategies to a game.I can observe, play and improve another person's game and begin to evaluate my own work.I can move safely and actively about a space and in a team.	<ul style="list-style-type: none">Make choices about where to hit the ball to maximise the chances of scoring.Know the reason to defend a target when batting.Know how to hit the ball to different areas when batting.Know how to work as a team to score points in a striking and fielding game.Know which bat they would choose when playing.	<ul style="list-style-type: none">Know what a clockface pattern is in dance.Know how to watch and then copy a dance.Know why a formation was chosen for a dance.Know how to change positions in formations when dancing	<ul style="list-style-type: none">I can create and perform simple movement patterns.I can copy and perform simple movements and rhythmic patterns.I can work with others to create a dance and change and vary my actions.I can suggest ways to improve my performance.I can understand that dance is active and changes will occur to my body.	<ul style="list-style-type: none">I can throw, catch, bounce, dribble, kick and hit a ball in different ways.I can begin to be more confident at using sending and receiving skills.I can remember, repeat and link skills to make up and play games.I can apply basic tactics and strategies to a game.	<ul style="list-style-type: none">Know techniques to throw an object and knock over a target.Know why a player moving into space is important in a game.Know ways to collaborate with a teammate to move the ball forward.Know how to position their body when goalkeeping.Know how to intercept a pass.Know how to play a game using rules.
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End Goals

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns



Skill Progression Map

	'Hot off the Press'	'Athens v Sparta'	'Come Fly With Me!'	'Under the Canopy'	'Lindow Man'	'Rocky the Finosaur'	'Out and About'
Y3	<ul style="list-style-type: none"> To use speed to run past defenders. How to use a short pass in a game. To use agility to evade being tagged. To understand and apply the tag protocol in game situations. To close down an attacker's space as a defender. To perform a backward pass to continue an attack. 	<ul style="list-style-type: none"> I can move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps. I can and transfer learned skills onto apparatus I can select and construct sequences, which use variations in speed, height, direction and pathways. With a partner, I can begin to analyse and say what I like about a se 	<ul style="list-style-type: none"> Know what a good approach and taking off for a jump is. Know the importance of changing pace when running. Know key techniques to hurdle obstacles while maintaining pace. Know how to use the pull-throw technique in javelin. Know links between athletics and real-life skills (javelin/hunting). Know different skipping techniques. Know how to compete in athletic activities 	<ul style="list-style-type: none"> I can get into the best body position to field a ball. To bowl with some consistency in a game. To hit a moving ball with one hand. To stop a moving ball with the long barrier technique. To throw longer distances using the overarm technique. To select and apply new skills in a competition. 	<ul style="list-style-type: none"> To keep close control of the ball using the flat side of the stick. To control the ball and pass it into space. To use a defensive body position. To consistently stop a moving ball To be ready to pass, move or shoot. To improve our agility and apply it in a game situation. To avoid our feet contacting the ball and apply basic rules to the game. 	<ul style="list-style-type: none"> I can perform basic dance actions with greater control and fluency I can select and adapt appropriate movements for a dance idea. I can create and structure a dance I can evaluate my own and others performance 	<ul style="list-style-type: none"> To perform quick, accurate chest passes. To use dodging to get free from our opponent. To catch a netball. To use a bounce pass to feed a goal shooter. To throw for distance using a shoulder pass. To collect a loose ball.
Y4	'Lightning Speed'	'Law and Order'	'Cry Freedom'	'Picture Our Planet'	'Viking Warrior'	'May the Force Be With You'	'Saxon King'



Skill Progression Map

<ul style="list-style-type: none"> • Know why consistency in passing is needed to build an attack. • Know when you would pick up a ball from the floor. • Know why it is important to keep possession as a team. • Know how to evade defenders when running at speed. • Know how to identify space in a game. • Know some elements of fitness needed for tag rugby. 	<ul style="list-style-type: none"> • To identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. • I can begin to identify which balances produce stable and unstable bases • I can use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels • I can observe the work of others and make judgements against given criteria. 	<ul style="list-style-type: none"> • Know how to select the most appropriate technique for the best performance when running, jumping or throwing. • Know how to use a run-up to increase the distance. • Know what a sling throw is used for. • Know how to measure a throw accurately. • Know when and how to perform a relay baton exchange. • Know how to measure and track scores in competitive 	<ul style="list-style-type: none"> • Know how to select the most appropriate technique for the best performance when running, jumping or throwing. • Know how to use a run-up to increase the distance. • Know what a sling throw is used for. • Know how to measure a throw accurately. • Know when and how to perform a relay baton exchange. • Know how to measure and track scores in 	<ul style="list-style-type: none"> • Know how to perform a push pass. • Know why players use a straight dribble. • Know the benefits of using reverse stick. • Know why a slap pass is used in hockey. • Know how to turn with the ball. • Know why playing with rules is important 	<ul style="list-style-type: none"> • I can use simple movement patterns to structure, remember and repeat dance phases. • I can link movements and sections together using appropriate transitional movement. • I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. 	<ul style="list-style-type: none"> • Know where the middle of the court is. • Know how to play a backhand shot. • Know how to force an opponent to make a mistake. • Know some differences between singles and doubles court markings. • Know two ways of positioning yourself in doubles play
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End Goals

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team



Skill Progression Map

	'Mission Control'	'You're Not Invited'	'Cosmopolitan!'	'Global Warning'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'
Y5	<ul style="list-style-type: none"> • Know what a defensive line is. • Know how accurate passing is important in invasion games and give examples. • Know when you would use a pop pass. • Know what a formation is in invasion games. • Know how the magic diamond formation works. 	<ul style="list-style-type: none"> • I can demonstrate five basic jumps showing different shapes and directions in the air. • Identify and use spinning, rotation and rolling around different axes. • I can sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills. • I can transfer flight safely onto apparatus • I can design and create a sequence using variations in speed, height, direction and pathways • I can observe, analyse and evaluate using correct terminology. 	<ul style="list-style-type: none"> • Know what a leg of a relay race is. • Know how to pace a run over longer distances. • Know how to mark out a run-up for the long jump. • Know which event(s) a push throw is used in. • Know where to perform a baton exchange • Know what is meant by a powerful shot. • Know how to work collaboratively with a doubles partner. • Know what a lob shot is. • Know when you would use a two-handed back hand shot. • Know what it means to cover space as a doubles partner. • Know what is meant by a 	<ul style="list-style-type: none"> • Know why you hit the ball before the second bounce. • Know when you might play an overhead shot. • Know what a volley is and when you would use it. • Know different doubles formations and when to use them. • Know some of the service rules of tennis. • Know how to umpire using some basic rules of the game 	<ul style="list-style-type: none"> • Know how to turn and change direction with the ball. • Know the tactical benefits of running quickly with the ball. • Know the benefits to the team of a player being able to pass on the move. • Know why creating space is a crucial part of attacking. • Know how to perform a stepover to beat a defender. • Know a range of ways to stop a bouncing ball 	<ul style="list-style-type: none"> • I can respond to a range visual stimuli and accompaniment. • I can explore, improve and plan dances in a group. • I can use props as an integral part of dance. • I can link a series of more complex dance phases. • I can refine and compare my performances with that of others and use this to evaluate and improve my own performance 	<ul style="list-style-type: none"> • To know some recognised netball passes. • Know why it is important to find space in a game. • Know how to get free of a defender in a game. • Know why dodging is a crucial skill in netball. • Know why quick turns/pivots help to build an attack. • Know why reaction time is important in netball
Y6	'A World of Bright Ideas'	'Wars of the World'	'I Have a Dream...'	'Too Hot To Handle'	'True Crime'	'In Your Element'	'Time Team'



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<ul style="list-style-type: none"> • Know how to support a ball carrier to create continuity. • Know some set plays and how they benefit the attacking team. • Explain why taking the distance, not the time, is best once tagged. • Know what it means to attack 'spaces, not faces'. • Know how to transition quickly from attack to defence. • Know what it means to transition from attack to defence and vice versa. 	<ul style="list-style-type: none"> • I can identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension. • I can draw on past learning to travel over and under a moving partner. • I can travel rhythmically, develop timing and use synchronisation. • I can adapt and transfer sequences from the floor to apparatus. • I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness. 	<ul style="list-style-type: none"> • To know the sprint start technique to increase our running speed. • To know the three phrases of triple jump. • To know the heave throw technique and what it is used for. • To assess our own ability to play our role • To know the scissor jump technique and when it would be used in athletics. • To record and relay results over a range of track and field events 	<ul style="list-style-type: none"> • Know what is meant by a powerful shot. • Know how to work collaboratively with a doubles partner. • Know what a lob shot is. • Know when you would use a two-handed back hand shot. • Know what it means to cover space as a doubles partner. • Know what is meant by a doubles tactic. • Know how to score a game 	<ul style="list-style-type: none"> • Know how to shoot from close range. • Know where to play a long corner from. • Know what the benefits of goal side marking are and in what other sports it's used. • Know how to perform a banana run to force the attacker wide. • Know when a hit-out should be awarded. 	<ul style="list-style-type: none"> • I can copy, refine and repeat dance phases and dances with a partner or in a group. • I can create a series of more complex ideas, using a range of movements. • I can recognise that dance is a good activity for health and well – being. • I can compare my performances with that of others and use this to evaluate and improve my own performance 	<ul style="list-style-type: none"> • Ways to improve coordination. • To mark the pass or the shot. • Organisation in and around the semi-circle. • To compete to win the rebounding ball. • To stay active to intercept a pass. • To stay inside in games depending on the position being played
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